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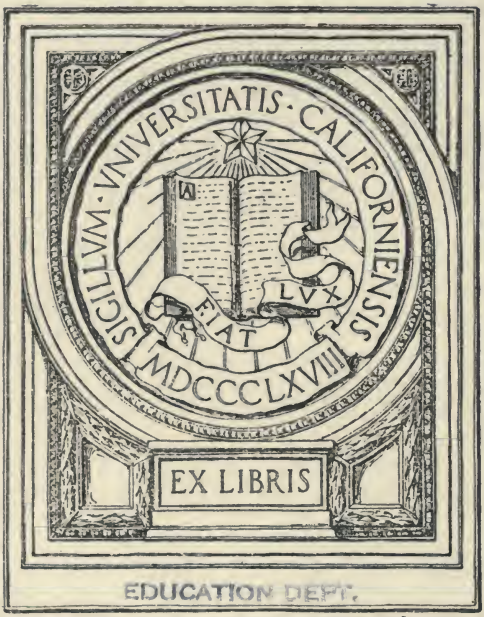

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Published February 1911

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Composed and Printed By
The University of Chicago Press
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V*A*. SHORT COURSES AND EXTENSION WORK FOR AGRICULTURAL HIGH SCHOOLS—IN THE SOUTH

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The purpose of the agricultural high school is to improve rural life. To accomplish this it must put itself in contact with the people who live on the farms. To reach these people it must make use of every device of demonstration and extension methods. I began my work as an agricultural high-school teacher with the usual assumption that if the younger generation can be educated in the best teachings of agricultural science and practice, it will quietly work a great revolution in the agricultural methods and life of the community.

I have not found the problem so simple. In the first place, country boys do not usually go to high school at all. The instruction in the rural schools is so bad and the terms are so short (5 to 6 months) that a boy of only average ability to learn is not ready for the high school until he is so old that the desire to learn is overcome by the need to earn. Only those boys try to finish the high school whose tastes and ambitions lead them toward the professions. In theory the agricultural courses should attract country boys to the high school; in fact, it is doing so at a rapidly increasing rate; but I have, like others, found myself face to face with the fact that only a distressingly small proportion of the boys do attend high school and that those boys are not as a rule farmers' sons and prospective farmers. This being the case, how can the school fulfil its mission?

My first thought was to do as the agricultural colleges did under similar circumstances, i.e., establish short winter courses for the sons of farmers. Notwithstanding my lack of room and equipment, I tried the plan and found it successful. There are within the reach of any agricultural high school a hundred young men who can and should take advantage of such a course lasting six to eight weeks and devoted to the subjects of greatest local interest. There are, however, in the smaller schools, such obstacles in lack of room, lack of equipment, and lack of

teaching-force as to make a full realization of the plan impracticable. Such a course would require the time of one person the greater part of the school year to interview the students and arrange lectures and laboratory sections. Accordingly as the work of teaching agriculture to the regular high-school classes has increased by the growth of the school and the increasing popularity of the subject, I have been, for the time, forced to give up this interesting and valuable part of the school's work. When, by federal aid or more liberal state appropriations I can have the necessary teaching-force and laboratory room to carry on short courses, I expect to take up the work again, and by a personal canvass of the surrounding territory offer a short course which is equal, so far as it goes, to that of an agricultural college. I have given such a course for two years and know of its possibilities from experience.

Farmers' institutes have been my most successful line of extension work. When I came to Manassas in 1908 I found no live organization of farmers with whom I could co-operate. I called a meeting of the farmers and after a pleasant session at which they were addressed by the late Dr. Seaman A. Knapp, I proposed that we form a permanent organization. The idea was adopted and a most successful series of meetings resulted. During the three years since the organization of the farmers' institutes of northern Virginia we have held twenty-two meetings, including a four-day traveling school of agriculture under the direction of the Virginia Agricultural College, a field demonstration in spraying, and three corn shows. These meetings are held in the courthouse on the third Friday of each month from November to April, inclusive. The average attendance for all meetings has been about seventy-five farmers, besides townspeople and school children.

Recognizing that unless the farmers are behind a school of agriculture it cannot be successful, I have endeavored to make this association the connecting link between the school and community. I believe that to these institutes more than to any other one factor I owe the success which I have had in making the agricultural school an integral part of the rural life of the district.

The success of the institutes has been due in most part to the high class of speakers which I have been able to secure from the U.S. Department of Agriculture and to the assistance and advice so freely given by Mr. D. J. Crosby, expert in agricultural education, of the Office of Experiment Stations.

As the winter days were cold and the roads long and muddy it occurred to me to utilize the class in domestic science by letting them serve a lunch to the farmers and their wives. This was done with the greatest success. The girls enjoy cooking and serving the meal and the visitors enjoy the hot, tasty, nutritious food which is served to them at the actual cost of the materials. The lunch has become a regular feature of the institutes and has, in no small degree, contributed to their success. At first these lunches were served at tables, but with the increasing numbers, the plan of a buffet lunch was tried with great success. The farmers get their well-filled plates and stand or sit in small groups eating and visiting in the most informal manner.

Valuable as the information given by the speakers has been, the social intercourse is even more valuable. This is a country of big farms and bad roads, resulting in more than the usual degree of rural isolation. This isolation has been intensified by the frequent changes in the ownership of farms since 1870, until, as a natural result there is but little of the community spirit. I can say without boasting that the school has done more to break up this isolation and develop a community feeling in three years than all other forces had done in a decade.

This year I am attempting to break down still further the barriers which distance and bad roads have imposed between the farmers by a series of meetings for farmers' wives. At these meetings they can become acquainted with each other, discuss problems of mutual interest, and listen to lectures on household problems by experts. In the forenoon both the farmers and their wives will meet in a session of general interest, while after the lunch the men and women will meet in separate sections, each with its own speaker. Excellent speakers have been engaged and there is every reason to expect that this department will prove to be as popular and useful as the other. Thus I am attempting to make the agricultural school the social and intellectual center of the newly aroused community life. The farmers' institute serves a double purpose, for it gives to the farmers what is best and newest in agricultural science and brings to the school the hearty support of those to whom it must look for its best pupils.

Nearly every phase of our local agriculture, such as corn, dairying, spraying, and feeding, are taken up in the course of the year and opportunity is afforded to have each topic brought up to date by its expert. Opportunity is also afforded for questions and discussions which often

prove more valuable than the lecture itself. Not all the time is given to scientists, but at each meeting some successful farmer is asked to give his method while the man of science gives the reason and principle. The agricultural classes attend the institutes and write reports of the lectures which serve as material for both English and agriculture. Some of the best English work of the school has been done on these agricultural topics.

Another successful line of work has been in the rural schools. As 75 per cent of the school children and practically all of the next generation of farmers attend the one-room rural schools, I have endeavored to reach them by such methods as would quickly interest them and were at the same time within the reach of my very limited resources. My efforts to improve rural schools are along two lines, the schools themselves and the future teachers who are now in the normal training classes.

As all farmers keep cows and raise corn, I chose milk testing and seed-corn selection as the best topics for my work in the rural schools. I borrowed a Babcock milk-tester from the Dairy Division of the U.S. Department of Agriculture, and with it and a small exhibit of choice seed corn I visit a country school each week. If the lesson is to be on milk testing the pupils bring samples of milk and with these I instruct both pupils and teacher in the operation of the test. Some of the parents are present giving me an opportunity to interest them in the work of the agricultural high school. I leave the machine at the school for a week so that all the pupils may become familiar with it and able to test the richness of the milk from each of their cows. The pupils then write me letters telling of their results, some of which I give here:

BUCKLAND, VA., November 9, 1911

DEAR SIR: We have been testing milk every other day this week. We have tested six samples of milk. We first put in the milk and then the acid, then turned for five minutes; then we took it out and filled it up to the neck of the bottle and turned it for two minutes; then took it out and filled it up to till all the butter-fat was up in the neck of the bottle; then turned for one minute more. The cows we tested were one of Doctor Brown's, two of Grahm's, one of Hall's, and our's.

I am nine years old.

WILL T. SWEENEY

BUCKLAND SCHOOL, VA.

BUCKLAND, VA., November 9, 1911

Prof. H. F. Buton, Manassass, Va.

DEAR SIR: We have been using your milk tester every day since you went away. We have tested six cows, there names were: Terry, 4.2 per cent, was Sweeney's; Mollie, 6.2 per cent, was Dr. Brown's; Chery, 4.7 per cent, was Grahm's; Boss, 4.5 per cent, was Hall's.

The way we tested it is: First, we would draw the milk up to that little rim on that long glass and then we would pour the acid into the milk and then we would shake it until it was black and then we would turn it five min.

Then we would turn it two min. more. Then we would pour the hot water in until all the fat was up in the neck of the bottle far enough so that we could see how much there was.

My name is John R. Sweeney—10 years old.

BUCKLAND SCHOOL, No. 1.

I have dozens of such letters and they show that the children know far more about the composition of milk than most of the parents. I have found this lesson the very best to introduce the subject of agriculture. It is interesting, almost spectacular, with the strong acid, the mysteriously hot bottles, the whirling wheels, and finally the clear yellow fat that tells that old "Blossom's" milk is twice as rich as that of "Spot." Still more important is the knowledge that it conveys to the parent as to the relative value of each cow. It is the beginning of the exact knowledge that makes for better farming.

At times I vary the lesson by giving one on corn judging. After this lesson it is much easier to teach about fertilizers and tillage. A seed-corn germination box is easy to make and to carry about. I prefer the sand-box type with strings for fences, as shown in Crosby's *Exercises in Plant Production.* The tiny fields appeal to the children and the sight of the plants growing in sand is much more convincing than the cloth and sawdust box. The sand-box type is, however, much heavier to carry about and more liable to spill than the Iowa tester made by marking cloth into two-inch squares, on each of which is placed five kernels taken from an ear of corn and the whole covered with a second cloth and sawdust to hold the moisture.. As the use of fertilizers is almost universal and their purchase is one of the principal items of money outlay, I have found that a lesson on the composition and value of fertilizers is always appreciated. It may be made intensely interesting by showing the peculiar properties of phosphorus, potassium, and nitric acid.

After showing the spectacular side of the chemistry of fertilizers by a few experiments, such as lighting a fire with water, burning iron, and spontaneous combustion, I give an effective lesson on the arithmetic of fertilizers and the advantages of home mixing and co-operative buying.

I do not wish to convey the impression that the work is easy or the returns large. In those parts of the country where the soil is productive and the people prosperous and intelligent the work gives large returns. In such a neighborhood there is always some crop or product with which several of the patrons have made a success. In such a neighborhood and on such a topic I get a lively and intelligent response from the pupils which makes me feel sure the effort has resulted in a gain to the community and a strengthening of the bond between the farmers and their school. Not all the schools are so favorably situated. There is in the southern part of my territory a great belt of country between tidewater and Piedmont, called "The Forest," in which both agricultural and social conditions are most backward. Here my work of extension teaching is very difficult and the results meager. The population is sparse, the roads impassable, and agriculture unprofitable. When people derive their living from cross-ties and stave-bolts, it is a long step to interest them in Jersey cows and well-sprayed orchards. Yet despite the discouraging conditions I am doing much of my work among these schools, counting the greater need as an equivalent to the smaller returns.

This country-school work needs doing and if honestly done will bring support to the school and carry light to those who most need the help. Let no one who values comfort undertake this form of extension work, for there are long rides through deep mud, hurried starts, late returns, and cold rains as the usual accompaniments of the trips. I have found without exception that the teachers are glad to have me come and will co-operate with me in every possible way. The patrons when not apathetic are well pleased to have agriculture introduced in the school. Among the more thoughtful I find a widespread sentiment that their occupation has been slighted and neglected in the schools, and a full appreciation of any effort to improve conditions. There is urgent need for a wider and more sweeping regeneration of the rural school before the country child shall come to his rights, but if we wait for that time to come, many years may be lost.

I am making an effort to reach the teachers of country schools by my work with the normal class of the high school. To this class I

endeavor to give such lessons as will be most usable in their schools—testing the germination of seeds, tests for the simple food substances, starch, protein, fat, and sugar, the physical properties of soils, etc. The arithmetic of fertilizers is gone into in detail, as is the method of figuring out balanced rations. Especial attention is given to showing these future teachers how to set up and operate such experiments and demonstrations as will fix forcibly on the mind of the child some of the broader principles that underlie the practice of agriculture.

By milk and cream testing I have done much to bring the value of the school home to the farmers. I have spoken of the educational milk testing in the rural schools, but in the agricultural high school I test some 200 samples of milk and cream a year, the cream-shippers in particular finding it a means to avoid being cheated on the one hand and getting into trouble with the milk inspector on the other. If one of these men buys a cow he tests her milk that he may get a good one; if he sells a cow he tests her milk in order that he may sell a poor one. We have a cow-testing association of about a dozen enterprising dairymen who have stopped guessing about their cows. As the business of dairying grows this activity of the school will further increase. Several times in the past year I have had requests from local doctors for more complete analyses of milk, from which they are able to make up special modified milks for infant feeding.

An excellent barrel spray-pump furnishes means for another line of extension work. This pump is loaned out to people who wish to try spraying but have no suitable machinery. Spraying materials, such as concentrated lime-sulphur, arsenate of lead, and caustic-potash soap are furnished at cost. Some of the more advanced students go out and do small jobs of spraying, thus acquiring a proficiency that the limited equipment of the school cannot supply, and at the same time get people started at spraying who have never before attempted it. Last spring we used in this way more than a barrel of the concentrated lime-sulphur with arsenates in proportion. This year two barrels have been ordered and a still larger amount of work will be done. This is not a fruit-raising section and spraying is still an unusual practice, yet last year a dozen new barrel sprays came into the community as a result of our spraying propaganda. In many cases I have gone out to the orchards, set up the spray-pump, and instructed the owner in the adjustment of the nozzles.

In the village I am constantly called on to prescribe for the ailments of flowers, trees, and shrubs, and to destroy scales, plant lice, caterpillars, and miscellaneous "bugs." Outside of the village I am more and more frequently called on for expert advice on alfalfa, drainage, locations for orchards, sick cows, sick trees, and the like. Sometimes I can help and sometimes not, but the significant fact remains that there is a growing tendency on the part of the farmers to recognize the school as theirs, to be called on for all kinds of aid.

This year my extension work has been greatly facilitated by a fine stereopticon with a steel tank of compressed acetylene gas. After giving a lesson to a rural school I stay and give an evening illustrated lecture on some such topic as corn or dairying cattle. These evening meetings are always well attended and enable me to meet large numbers of people whom I can reach in no other way.

There are two excellent newspapers in the county, both of which have been liberal in their space and helped in their editorial columns. There is seldom a week when I do not have an article in one or both of these papers on some topic of timely interest. I review the lectures of farmers' institutes for those who were not there; I review scientific publications or give advice on the care of a crop or the control of some insect. These and other subjects furnish me a means of taking the benefits of the school out to the people on the farms who most need the aid and who are least able to secure it by regular instruction in the school.

If it be urged that my work begins at the top instead of at the bottom or that it is desultory, unsystematic, and without logical sequence, I must acknowledge the truth of the criticism. I can only say in defense that I am almost entirely without resources for teaching many topics, and that I am struggling to carry some message of a new and better agriculture to as many of my people as I can reach. I am doing all of this work in addition to the duties of a high-school director, teaching a class of twenty-eight in the last grammar grade, four classes in agriculture and three in chemistry in the high school, making six class periods a day, besides such allied activities as a Boys' Corn Club, thirty-two experimental plats, a forestry association, and a troop of Boy Scouts, so it can readily be seen what a man could do in extension work had he his whole time to devote to it.

V*B*. SHORT COURSES AND EXTENSION WORK IN AGRICULTURE FOR HIGH SCHOOLS—IN THE NORTH

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To those interested in education and who read the conflicting opinions relative to the success or failure of the agricultural teaching work in the various secondary schools of this country it is at once apparent that there is as yet no generally accepted policy as to what can and should be done by way of advancing agriculture through our secondary educational system.

It is not the intention in this paper to discuss an agricultural curriculum for a four-year high school. There is little at present to be added to the plans offered in the publications upon that subject already available from the U.S. Department of Agriculture and from the University of Wisconsin. The subject-matter to be discussed here has to do with the short courses and extension work in agriculture, for high schools and special secondary agricultural schools, now existing in these institutions in northern United States. The reader's personal judgment is depended upon for the analysis of values.

It is to be assumed that a competent and well-trained agriculturist is in control of the situation and that he is not to be hampered for want of authority or from lack of funds necessary to advance the work. The efforts of an institution must be along some well-defined lines, and (from an agricultural standpoint) we shall discuss the content of the work under four headings as follows:

I. Short Courses—
   1. Sixteen weeks young people's course
   2. Farmers' lecture course
   3. Farmers' one-week school
   4. Institutes and summer tours

II. Extension Work—
   1. Demonstrations on the individual farm
      a) Field
      b) Building
      c) Live stock

2. Organization of societies
   a) Cow-testing societies
   b) Grain- and corn-growing associations
   c) Social centers

III. Information Bureau—
   1. Personal consultation
   2. Seed testing
   3. Butter-fat tests

IV. Publications—
   1. Bulletins and newspaper contributions

I. SHORT COURSES

1. Short courses of sixteen weeks are intended for those young people who can attend only that part of the year between the completion of the fall harvest and the beginning of the spring work. These young people are for the most part students who have had no institutional training for the business of farming which they expect to follow and who would be found in no school whatever were it not for these short courses now being offered.

The following two-year short course is effective in a Wisconsin secondary school as a continuation course for young men who are training for the business of dairying. It is assumed that they have completed the district school or that they have reached the age where a more mature judgment will aid them in their work.

FIRST YEAR—SIXTEEN WEEKS

Farm Crops: A study of seeds—crop rotation and economic factors.
Dairying: A study of the herd—the milk—the market.
Composition, penmanship, and spelling.
Civics and history.
Farm arithmetic and agricultural engineering.

SECOND YEAR—SIXTEEN WEEKS

Soils and commercial geography.
Stock judging and feeding.
Composition and spelling.
Bookkeeping and farm law.
Blacksmithing and power machinery.

These studies are definite and there is sufficient live material to create an interest for the work. This course has been successfully offered, beginning four weeks before the Christmas holidays and continuing through the sixteen weeks. A census covering three years of this work shows that, from the average of forty (40) students attending a local school for such a course, not one of these young men would have been in any school whatever had it not have been for such a special course of instruction.

2. The farmers' lecture course consists of a series of lectures upon agricultural subjects of interest alike to students and adults. This course covers one week at the local school and in Wisconsin the time of holding it is during the sixteen weeks' course when it is possible to secure speakers from the State University. This work not only gives instruction along special lines but it creates in those homes represented an added interest in the school work and materially increases the efficiency of all extension efforts.

3. The one-week farmers' school is for the adult farmer who is not a student but who is anxious to gather information that will aid him in increasing his financial returns.

During the one-week course regular classwork is given in subjects directly related to local farm problems, viz., corn and grain judging, milk and cream testing, stock judging, care and management of the herd, etc. This course has been well attended and where charges of one dollar ($1.00) were made conditional to enrolment the numbers have increased rather than diminished. All this seems to point to the fact that the farmer is willing to accept and that the time is ripe for a more general offering of agricultural teaching in our secondary schools.

4. Institutes and summer lecture tours are designated as instruction given at meetings held at points other than at the school. These meetings take place within striking distance from the school. They are usually afternoon or evening meetings held on Friday or Saturday when the school faculty can be present to discuss subjects of local interest.

The summer lecture tours are arranged in a series which allows of several meetings during the day at different points. The more successful of these meetings have covered periods lasting the greater part of a week and the speakers were taken over the circuit by automobiles. From three to five meetings could be held each day at points from ten (10) to

twenty (20) miles apart, and, at times, by using two autos, it was possible to begin a second meeting before closing the previous one.

To illustrate the effectiveness of such meetings in getting at the people, the attendance was kept during one of these three-days series held in northern Wisconsin and the count gave 2,700 adult farmers who listened to the speakers.

The local school has, in all these courses, an excellent opportunity to connect up with the state agricultural college and not only to increase the efficiency of the local institution but, through the school, to enable the college to become more effective in its aid to the farming community.

Thus far there has been presented here the definite instruction as given by the faculty and outside assistance to groups brought together for the purpose. The other lines of work promoted by the local institution are upon a co-operative basis and with the individual in direct relation to the farm.

II. EXTENSION WORK

Let it be understood that in all the agricultural work to be done by these secondary schools there shall be no attempt made to engage upon the experimental side as a part of the school's activities. The fieldwork is to be purely demonstrative of the already accepted agricultural practices and facts; it is in the pushing of them among the agricultural people that the school can do its most effective extension work.

One should absolutely condemn the use of land that, in connection with a secondary institution, is a "show off" proposition. A field is a valuable laboratory when used as such, but to have a line of plants growing in plots arranged so as to be agreeable to the eye and with no definite educational aim in view is poor pedagogy indeed.

1. Demonstrations on individual farms will be guided largely by the wants of the individual and by the agricultural development needed in a community. (*a*) The well-known improvement in the quality of corn and barley upon the farms of Wisconsin is the direct result of the extension work done in the rural sections of the state. The alfalfa demonstrations, the tuberculosis demonstrations, and other similar lines of work pushed by the secondary institutions in Wisconsin have shown in a remarkable manner what benefits can come through local demonstrations.

(*b*) As an example of what can be done by way of aiding the farmer

with his building one need only to point out the work of the several special agricultural schools in Wisconsin in the building of concrete silos. These schools furnish at cost the forms and plans for the construction of silos. The cost of construction has been reduced over one-third and, in some instances where the farmer had sufficient help or where two farmers joined forces, silos sixteen feet in diameter and thirty-six feet high were constructed for one hundred and eight dollars ($108), and this at points where the regular contract price had been over four hundred dollars ($400). In addition to the fact that the price has been so far reduced that a farmer of very limited means can now construct a silo (that most necessary adjunct to a dairy farm), it is also true that the concrete is superior to the old stave silo.

(*c*) The extension work in live stock from the secondary schools in Wisconsin has developed mostly along the lines of dairying, aid in selecting a desirable sire, aid in milk-fever cases, testing for tuberculosis, and in other matters where expert knowledge could assist the farmer with his live stock.

2. The organization of local community associations in the various districts is a most effective means of improving agricultural practices. Many an individual farmer who cannot be reached through public meetings will join an association to which his neighbors belong. (*a*) The cow-testing associations in Wisconsin have effectually shown thousands of our dairymen that certain cows were being kept at a loss, and that by clearing the herd of these "boarders" the profits are increased. The following quotation from a secondary institution in Wisconsin will illustrate the part it takes: "Cow-testing—To encourage the improvement of the dairy interest among farmers the school assumed charge of the cow-testing work and through its official testers is testing over 750 cows at the present time. A charge of $1.00 per cow per year is made for doing this monthly test work."

(*b*) The grain- and corn-growing associations organized in the rural districts have pushed the work of grain improvement among their members until Wisconsin as a state has come to be the source of the supply of seed corn and seed barley for many sections of other states.

(*c*) Social centers—a project now demanding much public attention—have been doing very effective work in practically every county in Wisconsin having a special school of agriculture. This was indeed the first satisfactory extension work of these schools toward reaching the farmers

in their homes. Small local clubs are organized and, stimulated by the occasional attendance of a member of the school faculty, they are a powerful influence in developing the natural resources of a community. The meetings are largely informal social occasions and, after discussing topics of special and timely interest, luncheons are served and often the entire neighborhood makes up the membership.

III. INFORMATION BUREAU

As a bureau of information relative to agricultural questions the office of the agricultural teacher is open daily.

1. The instructor seeks personal consultations with individuals having perplexing agricultural problems for solution. It is not expected that the teacher will always be able to give aid at the moment, but he is generally in a position to locate the desired information through correspondence or otherwise. Here again the splendid active assistance of the entire faculty of the State Agricultural College is available.

2. An increasing number of seed samples of all kinds are tested each year by the school. This work often saves a farmer from seeding his fields with noxious weeds, and the germination tests will insure him against using a seed of low germinating power. Many a farmer has wondered why his seed did not grow or has perhaps wrongly accused the crow of weakening his stand of corn.

3. In a dairy country we have come to measure our milk and cream by the percentage content of butter-fat. The method of determining this is, thanks to Dr. Babcock, general property, yet but a small number of farmers can operate the test. Here then is a valuable aid that the school, through its laboratory, can give to the individual farmer who brings his sample of milk or cream for analysis. Cases are in evidence where dishonest purchasers are trimming the butter-fat test of their patrons. If a local school stands ready to make a fair fat-test at any time there certainly is no objection to be offered by the honest dealer, and on the other hand it is a check upon dishonest practices where these agricultural interests are being victimized.

IV. PUBLICATIONS

Regular bulletins and contributions to local newspapers are necessary factors in the extension of agricultural interests. The publications answer the local pressing questions without delay. They are read with

added interest in all sections where the local school has been active; thus personal contact is taken advantage of to a high degree.

It should be understood that all extension work to be most effective should be preceded by a careful study and analysis of the community and its needs.

Educators disagree as to whether these short courses and extension work in agriculture shall be given in a special secondary school created for the purpose or be offered by the present high schools. A consideration of the arguments favoring the special school leads one to believe that when the high schools shall offer these short courses of from twelve to sixteen weeks during the winter they will have taken away one of the stock arguments favoring the special agricultural school as found in Wisconsin; indeed this special school will have served its purpose in that it has forced upon educators the recognition of this work. This, however, can be made possible only when the teaching profession shall have accepted the theory that any study is cultural that trains for social efficiency in the individual. The school that is training the youth to become a better farmer and a more useful citizen is certainly contributing as much to society as a school that is methodically clogging the natural resources of a youth by giving him "cultural subjects for culture's sake."

Today one need not be alarmed if he finds himself leaning toward utilitarianism in his views relative to educational subjects; indeed it is quite permissible, and financial returns can well be a factor in the general construction of any modern school curriculum.

On the other hand those directly interested in the executive side of agricultural short courses and extension work must pause in contemplation of the situation. Superficial work cannot long endure, and extension work in the hands of a group of easy talkers with a ready response to every question is often incomplete in its ultimate effectiveness. Extension work is not intended as an advertising bureau, but the fundamental keynote should be "service to men." Leaders with depth of thought are taking hold and improvement in methods and men means a higher ultimate efficiency.

In this work the agricultural people have been open to the accusation of being spectacular and possibly arbitrary at times. If this is true the only defense is that the ends justified the means. The appeal to the farmer in all this educational work has been from the standpoint of

financial returns; the dollar has always been uppermost. Educators of a conservative frame of mind have condemned this attitude as unprofessional, but in the face of all this the movement has been getting results. It is even true that the farmer has increased his bank account because of this aggressive work in the introduction of a new agriculture, and it is equally true that the salary of the conservative educator has not increased in like proportion. The farmer and his home surroundings are improved to such an extent that his social status is very acceptable to the most of us.

Is it necessary to establish new institutions in pushing this development or shall the secondary agricultural work be most effective when our entire extension system of education is sending its current of knowledge to the people over lines of contact already installed?

The future position which agriculture is to occupy in our secondary educational system is as yet an unsolved problem. Of one thing we are quite sure, that education must yield to the growing demand that agriculture have a place in our secondary schools and if the high schools will insist upon dwarfing the importance of agricultural instruction and of holding to the attitude of *toleration* rather than to that of *sympathetic aid* and *aggression*, then will they surely fail because of their narrowness, and the special agricultural school will sweep over the country. The struggle is on. Will the high school rise to its opportunity? We believe it will.

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